



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)  
ID: 10561233  
District: Ellsworth School Department  
School: General Bryant E Moore School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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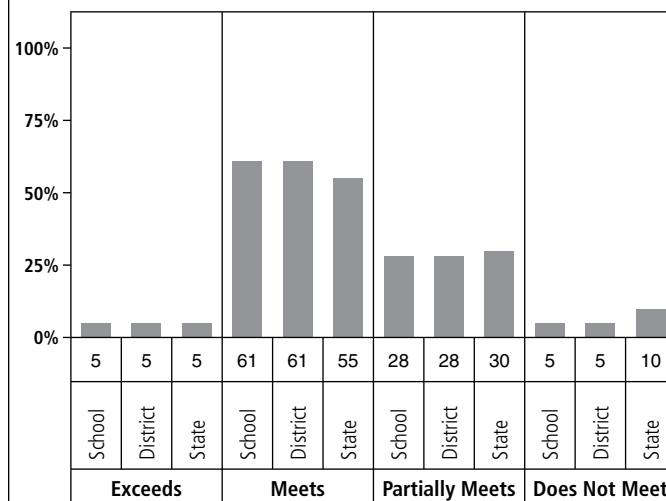
# SUMMARY OF SCORES

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

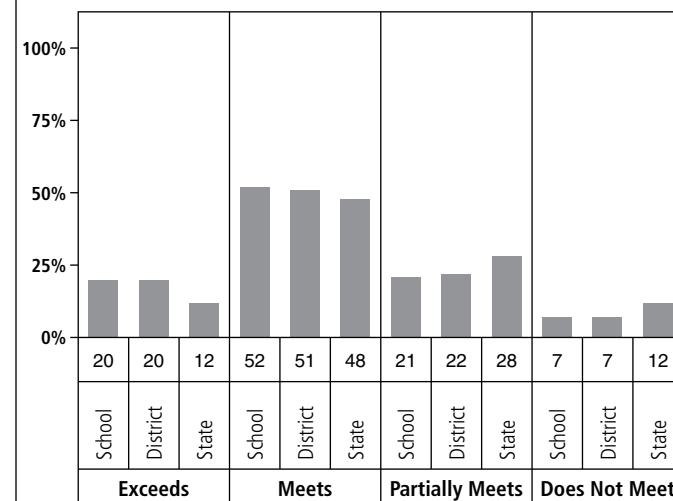
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	543 <b>546</b> 544	544 <b>546</b> 545	544 <b>544</b> 544
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	542 <b>550</b> 545	542 <b>550</b> 546	543 <b>546</b> 544
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	542 <b>542</b> 542	542 <b>542</b> 542	541 <b>541</b> 541

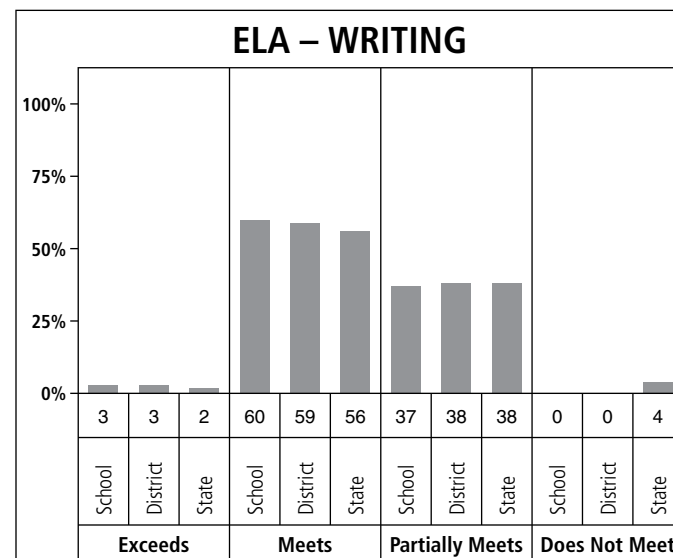
### ELA – READING



### MATHEMATICS



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 5  
District: Ellsworth School Department  
School: General Bryant E Moore School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	75	100	75	100	14332	100	75	100	75	100	14252	100	75	100	75	100	14255	100						
<b>Ethnicity</b>																								
African American	0	0	0	0	382	3	0	0	0	0	372	97	0	0	0	0	377	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99						
Asian/Pacific Islander	1	1	1	1	251	2	1	100	1	100	249	99	1	100	1	100	250	100						
Hispanic	1	1	1	1	148	1	1	100	1	100	148	100	1	100	1	100	147	99						
White	73	97	73	97	13445	94	73	100	73	100	13380	100	73	100	73	100	13378	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	7	9	8	11	2522	18	7	100	8	100	2500	100	7	100	8	100	2500	100						
<b>Current LEP</b>	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99						
<b>Economically disadvantaged</b>	28	37	27	36	5401	38	28	100	27	100	5355	99	28	100	27	100	5360	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	70	93	69	92	11327	79	70	93	69	92	11313	79					69	92
Identified disability (PET/IEP)	2	3	2	3	408	4	2	3	2	3	419	4					2	3
LEP	0	0	0	0	145	1	0	0	0	0	147	1					0	0
504 plan	1	1	1	1	122	1	1	1	1	1	124	1					1	1
<b>Participation with accommodations</b>	5	7	5	7	2706	19	5	7	5	7	2743	19					6	8
Identified disability (PET/IEP)	5	100	5	100	1890	70	5	100	5	100	1893	69					5	83
LEP	0	0	0	0	121	4	0	0	0	0	131	5					0	0
504 plan	0	0	0	0	58	2	0	0	0	0	57	2					0	0
Other	0	0	0	0	655	24	0	0	0	0	680	25					1	17
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	213	1	0	0	1	1	199	1					0	0
Identified disability (PET/IEP)	0	0	1	100	202	95	0	0	1	100	188	94					0	0
LEP	0	0	0	0	6	3	0	0	0	0	5	3					0	0
504 plan	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	6	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	18	0	0	0	0	0	18	0					0	0
<b>Non-participation – other</b>	0	0	0	0	62	0	0	0	0	0	59	0					0	0

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 5  
District: Ellsworth School Department  
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	6	6	6	721	5
		4	5	4	5	702	5
		5	6	5	6	712	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	46	47	46	48	7571	53
		46	61	45	61	7730	55
		46	53	46	54	7651	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	32	33	29	31	4343	30
		21	28	21	28	4182	30
		27	31	25	29	4263	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 <b>2006-2007</b> Cum. Avg.	14	14	14	15	1628	11
		4	5	4	5	1419	10
		9	10	9	11	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.8	62.1	29.8	62.1	28.8	60.0
Literary Text	24	50	14.7	61.3	14.7	61.3	14.2	59.2
Informational Text	24	50	15.1	62.9	15.1	62.9	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	75	4	5	46	61	21	28	4	5	546	74	5	61	28	5	546	14033	5	55	30	10	544
<b>Ethnicity</b>																						
African American	0										0						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	1										1						247	8	52	31	9	545
Hispanic	1										1						143	2	38	42	18	540
White	73	4	5	46	63	20	27	3	4	546	72	6	63	28	4	546	13173	5	56	29	10	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	6	86	1	14	536	7	0	0	86	14	536	2298	0	22	43	34	535
No	68	4	6	46	68	15	22	3	4	547	67	6	67	22	4	547	11735	6	62	27	5	546
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
<b>Economically disadvantaged</b>																						
Yes	28	1	4	14	50	10	36	3	11	542	27	4	48	37	11	542	5223	2	43	39	17	540
No	47	3	6	32	68	11	23	1	2	548	47	6	68	23	2	548	8810	7	62	25	6	547
<b>Migrant</b>																						
Yes	0										0						8	13	13	63	13	539
No	75	4	5	46	61	21	28	4	5	546	74	5	61	28	5	546	14025	5	55	30	10	544
<b>Gender</b>																						
Female	37	3	8	24	65	9	24	1	3	548	36	8	64	25	3	548	6967	7	57	27	8	546
Male	38	1	3	22	58	12	32	3	8	544	38	3	58	32	8	544	7066	3	53	32	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	3	25	9	75	0	0	539	12	0	25	75	0	539	1573	0	30	51	19	538
No	63	4	6	43	68	12	19	4	6	547	62	6	68	19	6	547	12460	6	58	27	9	545
<b>Gifted/talented program</b>																						
Yes	2										2						499	24	72	3	0	556
No	73	3	4	45	62	21	29	4	5	545	72	4	61	29	6	545	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 57 39 1	0 3 1 0	0 7 3 0	0 26 19 1	0 60 66 100	2 12 7 0	100 28 24 0	0 2 2 0	0 5 7 0	532 546 546 546	3 57 39 1	0 7 3 0	0 60 66 100	100 29 24 0	0 5 7 0	532 546 546 546	5 67 26 2	3 5 5 2	43 56 56 41	32 30 30 34	22 9 9 23	540 545 545 539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 55 7 4	2 2 0 0	8 5 0 0	17 24 4 1	65 59 80 33	4 14 1 2	15 34 20 67	3 1 0 0	12 2 0 0	546 546 547 539	35 54 7 4	8 5 0 0	65 58 80 33	15 35 20 67	12 3 0 0	546 546 547 539	35 52 10 3	8 4 2 1	61 57 38 28	24 31 39 41	7 8 21 29	547 545 539 536
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	35 48 16 1	3 1 0 0	12 3 0 0	16 25 5 0	62 69 42 0	5 9 6 1	19 25 50 100	2 1 1 0	8 3 8 0	547 546 542 532	35 49 15 1	12 3 0 0	62 69 36 0	19 25 55 100	8 3 9 0	547 546 541 532	30 53 15 2	11 3 0 0	65 56 37 24	18 32 45 45	6 9 18 31	549 544 539 535
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 61 26	0 4 0	0 9 0	5 28 12	50 62 63	4 12 5	40 27 26	1 1 2	10 2 11	541 548 543	12 62 26	0 9 0	44 62 63	44 27 26	11 2 11	541 548 543	13 66 20	2 6 6	41 57 59	35 30 27	22 8 9	539 545 545
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	12 53 34	0 1 3	0 3 12	4 21 19	44 54 76	4 14 3	44 36 12	1 3 0	11 8 0	540 544 550	11 54 35	0 3 12	38 54 76	50 36 12	13 8 0	540 544 550	10 55 35	1 3 9	27 54 65	43 34 20	30 9 5	536 544 548
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11 80 8 1	1 3 0 0	13 5 0 0	6 38 2 0	75 63 33 0	1 17 3 0	13 28 50 0	0 2 1 1	0 3 17 100	549 546 539 530	11 81 7 1	13 5 0 0	75 63 20 0	13 28 60 0	0 3 20 100	549 546 537 530	17 57 13 14	9 6 2 1	59 59 47 45	24 28 37 38	8 8 14 17	547 545 542 540
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	15 19 67	0 0 4	0 0 8	2 7 37	18 50 74	8 6 7	73 43 14	1 1 2	9 7 4	538 543 548	15 19 66	0 0 8	18 50 73	73 43 14	9 7 4	538 543 548	25 28 47	3 4 7	47 55 60	35 32 26	15 10 7	542 544 546
<b>Optional school/district question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 5  
District: Ellsworth School Department  
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	8	8	8	8	1415	10
	<b>2006-2007</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>1711</b>	<b>12</b>
	Cum. Avg.	12	14	12	14	1563	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	48	49	47	49	6503	45
	<b>2006-2007</b>	<b>39</b>	<b>52</b>	<b>38</b>	<b>51</b>	<b>6778</b>	<b>48</b>
	Cum. Avg.	44	50	43	50	6641	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	25	26	24	25	3945	28
	<b>2006-2007</b>	<b>16</b>	<b>21</b>	<b>16</b>	<b>22</b>	<b>3884</b>	<b>28</b>
	Cum. Avg.	21	24	20	23	3915	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	17	17	16	17	2434	17
	<b>2006-2007</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>1683</b>	<b>12</b>
	Cum. Avg.	11	13	11	13	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.4	56.0	7.8	52.0
Cluster 2: Shape and Size	14	29	7.7	55.0	7.7	55.0	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.3	66.0
Cluster 4: Patterns	14	29	9.2	65.7	9.2	65.7	8.5	60.7

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	75	15	20	39	52	16	21	5	7	550	74	20	51	22	7	550	14056	12	48	28	12	546
<b>Ethnicity</b>																						
African American	0										0						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	1										1						249	17	52	24	7	549
Hispanic	1										1						144	9	34	42	15	541
White	73	15	21	38	52	16	22	4	5	550	72	21	51	22	6	550	13185	12	49	27	11	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	4	57	2	29	1	14	541	7	0	57	29	14	541	2312	3	27	36	34	535
No	68	15	22	35	51	14	21	4	6	551	67	22	51	21	6	551	11744	14	52	26	8	548
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
<b>Economically disadvantaged</b>																						
Yes	28	1	4	15	54	7	25	5	18	544	27	4	52	26	19	544	5240	6	40	35	19	540
No	47	14	30	24	51	9	19	0	0	553	47	30	51	19	0	553	8816	16	53	23	8	549
<b>Migrant</b>																						
Yes	0										0						8	13	38	38	13	544
No	75	15	20	39	52	16	21	5	7	550	74	20	51	22	7	550	14048	12	48	28	12	546
<b>Gender</b>																						
Female	37	8	22	17	46	11	30	1	3	549	36	22	44	31	3	549	6972	11	48	29	12	545
Male	38	7	18	22	58	5	13	4	11	550	38	18	58	13	11	550	7084	13	49	26	12	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	6	50	4	33	2	17	538	12	0	50	33	17	538	1579	2	31	45	22	537
No	63	15	24	33	52	12	19	3	5	552	62	24	52	19	5	552	12477	14	50	25	11	547
<b>Gifted/talented program</b>																						
Yes	2										2						499	54	43	3	0	563
No	73	13	18	39	53	16	22	5	7	549	72	18	53	22	7	549	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	1	50	0	0	544	3	0	50	50	0	544	5	9	39	28	25	540
B. less than one hour	57	10	23	19	44	11	26	3	7	550	57	24	43	26	7	550	67	13	49	27	11	546
C. one to two hours	39	5	17	18	62	4	14	2	7	550	39	17	62	14	7	550	26	12	49	28	11	546
D. more than two hours	1	0	0	1	100	0	0	0	0	552	1	0	100	0	0	552	2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	6	18	19	58	4	12	4	12	550	45	18	58	12	12	550	41	17	52	23	8	549
B. They match some of what I have learned.	45	8	24	17	50	8	24	1	3	551	45	24	48	24	3	551	48	9	49	30	11	545
C. They match just a little of what I have learned.	7	1	20	2	40	2	40	0	0	547	7	20	40	40	0	547	9	7	33	36	24	539
D. There is no match.	4	0	0	1	33	2	67	0	0	543	4	0	33	67	0	543	3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	9	36	13	52	2	8	1	4	556	34	36	52	8	4	556	31	27	50	16	7	553
B. good	49	6	16	20	54	9	24	2	5	548	49	17	53	25	6	549	48	8	53	29	11	545
C. fair	12	0	0	5	56	3	33	1	11	544	12	0	56	33	11	544	18	2	37	40	20	538
D. poor	5	0	0	1	25	2	50	1	25	537	5	0	25	50	25	537	3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	22	3	19	4	25	7	44	2	13	545	21	20	20	47	13	545	17	5	40	34	21	540
B. about the same as my regular schoolwork	48	5	14	21	60	7	20	2	6	548	49	14	60	20	6	548	66	12	51	28	10	546
C. easier than my regular schoolwork	30	7	32	13	59	1	5	1	5	556	31	32	59	5	5	556	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	2	22	4	44	2	22	1	11	549	12	22	44	22	11	549	22	11	45	29	15	544
B. two or three days a week	39	5	17	13	45	7	24	4	14	546	39	17	45	24	14	546	38	13	50	27	10	547
C. two or three times each month	45	8	24	20	59	6	18	0	0	553	45	24	58	18	0	553	33	13	50	27	9	547
D. never	4	0	0	2	67	1	33	0	0	547	4	0	67	33	0	547	8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	12	41	25	22	542
B. two or three days a week	29	2	10	10	48	5	24	4	19	544	29	10	48	24	19	544	31	13	50	27	10	547
C. two or three times each month	64	12	26	25	53	9	19	1	2	552	64	26	52	20	2	552	45	13	50	27	10	547
D. never	7	1	20	3	60	1	20	0	0	553	7	20	60	20	0	553	17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	2	50	2	50	0	0	548	5	0	50	50	0	548	7	8	37	30	25	540
B. 30–45 minutes	30	5	23	7	32	8	36	2	9	548	30	23	32	36	9	548	31	7	44	33	15	543
C. 45–60 minutes	47	8	23	20	57	4	11	3	9	551	47	24	56	12	9	551	42	14	52	25	8	548
D. more than 60 minutes	18	2	15	9	69	2	15	0	0	550	18	15	69	15	0	550	19	17	52	22	9	549
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 5  
District: Ellsworth School Department  
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	2 2	3 3	2 2	3 3	260 260	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	45 45	60 60	44 44	59 59	7844 7844	56 56
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	28 28	37 37	28 28	38 38	5365 5365	38 38
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	0 0	0 0	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	12.0	60.0	12.0	60.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.3	52.5	6.3	52.5	6.2	51.7
Standard English Conventions (Standard F)	8	40	5.7	71.3	5.7	71.3	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Ellsworth School Department  
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	75	2	3	45	60	28	37	0	0	542	74	3	59	38	0	542	13993	2	56	38	4	541
<b>Ethnicity</b>																						
African American	0										0						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	1										1						247	2	68	27	3	544
Hispanic	1										1						143	0	51	39	10	538
White	73	2	3	45	62	26	36	0	0	542	72	3	61	36	0	542	13135	2	56	38	4	541
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	7	100	0	0	528	7	0	0	100	0	528	2295	0	20	63	16	531
No	68	2	3	45	66	21	31	0	0	544	67	3	66	31	0	543	11698	2	63	33	1	543
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
<b>Economically disadvantaged</b>																						
Yes	28	0	0	13	46	15	54	0	0	539	27	0	44	56	0	539	5198	1	44	49	6	538
No	47	2	4	32	68	13	28	0	0	544	47	4	68	28	0	544	8795	3	63	32	2	543
<b>Migrant</b>																						
Yes	0										0						8	0	38	63	0	539
No	75	2	3	45	60	28	37	0	0	542	74	3	59	38	0	542	13985	2	56	38	4	541
<b>Gender</b>																						
Female	37	2	5	27	73	8	22	0	0	546	36	6	72	22	0	546	6956	3	67	28	2	544
Male	38	0	0	18	47	20	53	0	0	538	38	0	47	53	0	538	7037	1	45	48	6	538
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	4	33	8	67	0	0	536	12	0	33	67	0	536	1567	0	38	57	5	537
No	63	2	3	41	65	20	32	0	0	543	62	3	65	32	0	543	12426	2	58	36	4	542
<b>Gifted/talented program</b>																						
Yes	2										2						499	9	77	13	1	549
No	73	1	1	45	62	27	37	0	0	542	72	1	61	38	0	542	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number